DOCUMENT RESUME

ED 051 213 SP 007 309

AUTHOR	Shapiro, Marvin B.
TITLE	The Ad Game. A Language Development Unit for Reading, Writing, Speaking and Listening.
INSTITUTION	Pennsylvania Advancement School, Philadelphia.
PUB DATE	71
NOTE	39p.
AVAILABLE FROM	Pennsylvania Advancement School, Fifth and Luzerne Streets, Philadelphia, Pa. 19140 ($1.00)
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Consumer Education, *Curriculum Guides, Games, Information Dissemination, *Junior High Schools, *Language Skills, Listening Skills, *Mass Media, Reading Skills, Speech Skills, Writing Skills

ABSTRACT

GRADES OR AGES: Junior high school. SUBJECT MATTER: A language development unit for reading, writing, speaking, and listening. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material explains the philosophy behind the unit and the way in which it should be taught. There are ten lesson plans and a short bibliography for teachers of books about advertising in the U.S. The guide is mimeographed and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: The unit is intended to encourage students to use a more explicit, descriptive and detailed speech style, and to increase their understanding of advertising techniques so that they will be wiser consumers. Activities are suggested for each lesson but the teacher is encouraged to adapt them to the needs of his own students. INSTRUCTIONAL MATERIALS: Information is given on material for each lesson. No formal texts are used in the unit. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

ED051213

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

The Ad Game

A Language Development Unit

for

Reading, Writing, Speaking and Listening

Marvin B. Shapiro
Director, Reading Project
Pennsylvania Advancement School
5th & Luzerne Sts.
Philadelphia, Pa. 19140

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
PA. ADVANCEMENT SCH.
THOMAS K. MINTER
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Copyright © The Pennsylvania Advancement School 1971

SP007309

Second Edition

This is the second edition of The Ad Game. The first edition of 500 copies has been distributed in and around Philadelphia, and in a few instances around the country.

Late last year a questionnaire was sent to all teachers who had received The Ad Game. The teachers were asked to comment on the program in terms of 1) number of students exposed, 2) their general response, 3) what was most difficult for them, 4) what they learned, 5) what about it teachers like best and least and 6) what modifications they made and would make for future editions.

Based on the results of these questionnaires, we have decided to publish a second edition. Most teachers felt The Ad Game was effective for general language art skills, group interaction, and the handling of competition. Suggestions were made to improve the program and many of these have been included in this second edition. Many of the commercials have been updated and some changes have been suggested for preparing the students for the techniques.

I would like to give special thanks to George Clifford for his detailed suggestions. I hope anyone who uses the unit will send their comments to :

The Ad Game
Pennsylvania Advancement School
5th & Luzerne Sts.
Philadelphia, Pa. 19140

Insist on The Original Ad Game Unit. Accept no substitutes.

Table of Contents

Caveat Emptor: This is only a list of the activities in the unit. Do not be confused by it. For details on each lesson, turn to the text.

Page 7 Lesson 1 - Familiarize the students with theme of Commercials
a) Continuum on TV watching
materials - chalk and blackboard
b) Listing of relevant vocabulary
c) Pantomiming of commercial in game structure
materials - few sheets of paper, noisemaker for each team

Page 10 Lesson 2 - Continue introduction to Commercials
a) Continue pantomime
b) Review vocabulary with crossword puzzle
materials - crossword puzzles based on words from Lesson 1 - Sheet A

Page 12 Lesson 3 - Introduce idea of techniques used in Commercials
a) Test of identifying commercials - Sheet B
b) Get from class suggestions of techniques used in various commercials - focus on pantomimes and test questions

Page 15 Lesson 4 - Thorough explanation of techniques - 3 days
a) Explain Sheet C - use tapes, magazines, newspapers as examples
b) Practice on techniques - student goes through magazine indicating technique of all the ads
c) Collages for each technique

Page 20 Lesson 5 - Review of techniques - reinforcement through a story
a) Have the class read the story Salesmanship
b) Answer questions and discuss

Page 25 Lesson 6 - Actual application of knowledge of techniques
a) Begin Ad Game

Page 26 Lesson 7 - Continuation of Ad Game

Home lesson - check commercials on TV

Page 31 Lesson 8 - Application of techniques by professionals
a) Review of TV uses of commercials on TV - When? Where? Who? Why?
b) Write Ads using techniques

Page 32 Lesson 9 - Observing advertising techniques in the local community

Trip to local business district

Page 32 Lesson 10 - Review and look to the future
a) Review of trip - Further discussion of psychology of ads
b) Film - Best commercials of 1970 - new techniques for the future

Page 33 Bibliography - Books for teachers about advertising in the United States

Introduction

Drama teachers sometimes describe a dramatic situation, assign roles to students, and direct them to improvise, making up the words and actions as they go along. The students try to "get into" the roles, to believe that they really <u>are</u> the characters they have been assigned to play. The more they can throw themselves into it, the more they get out of it.

In a way, the Ad Games unit is a set of directions for improvisations, but it requires no training in drama at all, either of the students or the teacher.

And though the teacher needs no sunglasses, bright shirt, or cigar, he does play the role of director. But he is a director of the new school -- not the old-fashioned, drillmaster martinet. He is there to give general directions, to keep things organized and moving along, and to generate enthusiasm -- to bring out the best in his "actors".

Of course the director, too, will have to improvise. From the first, he will have an understanding of the whole, its purpose, its "message", and how it fits together. And this vision will enable him to guide his actors through. Yet even he cannot anticipate all the details, for the actors must produce those -- must, in effect, teach themselves.

So, he must "stay loose", relax, and move with the flow of events.

This style, this "controlled spontaneity", is in our view the main strength of the unit:

The students <u>participate</u> as well as observe.

They participate physically as well as mentally.

They create knowledge as well as absorbing it.

They use their own experience as well as gaining new experiences.

And they act spontaneously, generating the interest that comes with surprise, with on-the-spot creation.

We believe, along with many contemporary educators, that this active, physical experience -- oriented way of learning is the natural learning style of many junior high school students. Outside school, they learn by exploring, trying things out, talking with each other; in brief, by being kids.

The Ad Games unit is designed to capitalize on this natural style; to structure it, and to bring it to bear on the problem of language development.

We can tie the active style into language development because we believe, with increasing support from research and evaluation, that reading improvement comes not only from practice in specific reading skills but also from practice in other language activities such as speaking, listening, and writing. Further, we find that with the junior high age group such language activity is most beneficial when combined with physical activity.

Thus, while some sections of the unit do deal directly with basic reading skills, we count on the activities which approach skills indirectly for the motivation and substance of significant language development.

For example, in the pantomiming of commercials, students must decipher a non-verbal message and translate it into precise but familiar language. The basis and motivation for the communication

come from the physical activity and from the students' everyday experience.

The obvious and quite intelligent response to activities requiring students to talk is; "So what? The kids talk all the time, and it doesn't seem to send their scores skyrocketing up. In fact, my problem is to keep them from talking. I can't get them to be quiet."

This really amounts to two questions. First, how is the kind of talking that kids do in this unit different from ordinary talk? And second, won't this just increase the control problems I'm doing my best to suppress?

First things first.

In The Disadvantaged, Mario Fantini and Gerald Weinstein deal, at some length, with the different effects of " ... two general modes of speech which exist within any given language: elaborated and restricted." They credit London sociologist Basil Bernstein with the research pointing out the distinction between these two ways of taling and the distinctly different effects of the two.

An elaborated code is explicit, descriptive, and detailed. A person using an elaborated code spells things out, describes things specifically, makes subtle distinctions, gives the reasoning behind what he is saying.

A restricted code is inexplicit, limited, uses a few words or phrases to get something across, and leaves a lot unsaid.

To borrow Fantini and Weinstein's examples, a mother using an elaborated code might say, "Your brother is doing his homework and musn't be disturbed until he has finished!" A mother using a restricted code might just say, "Don't bother your brother!" or "Don't

do that!"

Again, in an elaborated code, she might say, "Please bring me the light green sweater, not the dark green sweater lying next to it." In a restricted code, "No, the other one."

A child who is exposed to and who learns to use an elaborated code from a very early age gains a decided advantage over the child who is limited to a restricted code. By learning the elaborated code, he learns to make distinctions, to reason things out, to understand general rules -- to think in concepts.

The language of the classroom, the textbook, the standardized test is elaborated. And children who rely heavily on restricted language are definitely at a disadvantage in most schools. Children who are "disadvantaged" in other ways are generally disadvantaged in this way as well.

How do children to talk? By talking, by hearing other people talk.

Yet how few opportunities for legitimate (as opposed to disruptive) talk children get in school! By limiting the opportunities for talk to informal situations -- in the lunchroom, at recess, around the lockers -- we limit them to situations that call for a restricted code. By our own decree, they are encouraged to practice with restricted rather than elaborated language!

The Ad Games represent one way to get children to talk in the classroom, in a situation which demands elaborated language. Of course, this is not and certainly <u>should</u> not be the only way to get them to talk elaboratively. In fact, it is our hope that teachers who see the value of this kind of opportunity will open up many more opportunities in the course of their regular teaching activities.

Now for the second question -- what about those "control" problems?

In a funny way, the fact that this kind of control problem is so common actually argues <u>for</u> more opportunities for legitimate student-student interaction in the classroom. To channel this energy, to turn it to good purpose rather than to suppress it, may be a better strategy.

This is definitely <u>not</u> an argument for anarchy or for lax discipline. It <u>is</u> an alternate way of handling discipline. And it is based on the common sense proposition that the more students are acting out and talking about important subject matter, the less they can act or talk in inconsequential or disruptive ways.

Things may get a little loud, the kids may get a bit over-excited -- but is noisy learning the same as noisy disruption? Is it worse than silent apathy? If students are learning well in a quiet way, then it is unnecessary to face these questions. But if they are not...

Does this line of thought cast a different light on the control problems which may be encountered in activities requiring a great deal of student-student interaction?

That depends on how you look at it. By <u>you</u>, we mean <u>you</u>. Because each teacher has to do things in a way that makes sense from his point of view. We've only tried to look twice -- to "take a second look" -- and to report back what <u>we</u> see, not what <u>everybody</u> should see.

So much for the language skills aspect of this unit. Also important -- perhaps <u>equally</u> important -- is the consumer education aspect. That is, students who are wise to the Games Advertisers

Play (GAP, as in credibility gap), may be able to choose more wisely from the wild array of products and services people try to sell them. This kind of objective may not prove popular with the American Copywriters Association, but as teachers and consumers (in that order), most of us recognize its importance.

The entire unit does have this two-in-one, double sock-it-to-'em, everybody's doing it, GAP-60, superfabulous focus: the language techniques used in commercials to persuade consumers to buy, buy, buy. So, like the man says, rest in bed, drink plenty of fluids, and hit 'em with a better idea!

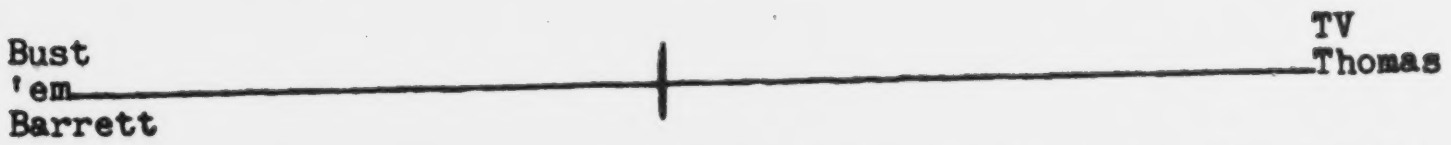
By the way, Mr. and Mrs. America, both the sequence and organization of the material are suggestions and not hard and fast rules to follow. The teacher using this unit should adapt the material to each class with which it is used. Any of the lessons may be lengthened or shortened and materials that fit should be added. This is particularly true of student-suggested input. If a teacher thinks a particular lesson should be skipped altogether or brought in later, the course is flexible enough to allow for the change.

THE BETTER HALF—By Bob Barnes

"Funny you don't like that cereal. . . . Six dancing chipmunks and a purple baby elephant on TV spoke rather highly of it."

LESSON 1.

a. The TV watcher's continuum



Draw a line across the length of the blackboard. At one end place TV Thomas and at the other, Bust 'em Barrett. Explain that these names represent poles, or extremes of TV watchers.

TV Thomas thinks TV is so great that he has a TV in every room in his house -- even the bathroom -- and they're always on so he won't miss anything going from room to room. He has his alarm connected to them so that they wake him up in the morning, and they stay on until he falls asleep at night.

At the other extreme is Bust 'em Barrett. He really hates TV. Not only does he not allow one in his house but he refuses to visit anyone who has one. On weekends he goes to the appliance departments of big department stores and shoots all the picture tubes with a rubber band and paper clips.

Ask the class, one by one, to say where they stand on the continuum according to the amount of TV they watch. Write each pupil's name at the place he designates. Check the distribution to see whether the class spans the continuum or bunches in particular places.

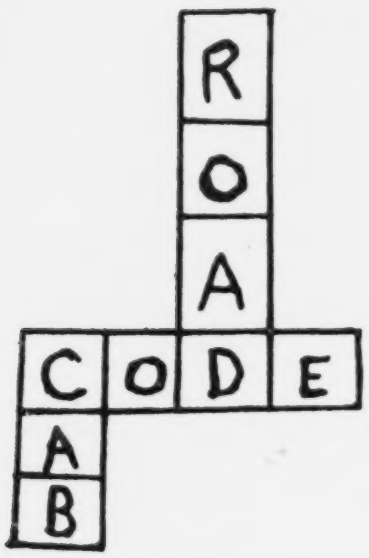
If the class is large, you may want to ask and write up the names of six or eight students. Then point to the name farthest to the left and ask all the students who would place themselves near it to raise their hands. And so on, taking each name in turn.

Relax and take it all in fun, but make sure the students understand and are with you.

Ask the class what's on TV the most. After a few guesses, ask what's on TV most and also disliked most by watchers. When somebody says, "Commercials!", tell the class you are going to play a game based on TV commercials, called The Ad Game.

Before you start, ask each student for a word connected with TV and particularly TV commercials. Write these words on the board and tell the class they'll see them again soon.

Homework for teachers: From the words listed on the board make up a crossword puzzle. If you can do it, make a regular crossword puzzle. It is difficult and if you have trouble matching downs with acrosses use another format which isn't as difficult. Sheet A on the next page is an example of this type of puzzle based on the words from one class. (Puzzle will be given to class at end of Pantomime game.)



b. Pantomiming TV commercials

Divide the class in Teams of five students each. Make the assignment so that on each team there is a student who likes to act, (often a discipline problem) or clown around.

Tell each team they are going to have to guess what product is being advertised by the other team. Each team has ten minutes to think out 7 commercials they've seen on TV, and plan to pantomime or act them out using words but never mentioning the product's name.

Each team must write their choices on two slips of paper -- one for the teacher who will judge and one for the group.

After all groups have made their lists and plans, they are seated in sections around an open acting space.

Each team should have a bell or other nose-making device that they can sound as soon as they recognise the product advertised. The first group to ring the bell is asked the product. If they are correct they receive 5 points. If they are wrong they lose 3 points and the pantomime continues until a group answers correctly. If no group gets it right and the teacher feels the pantomiming group is really acting out the commercial, the pantomiming group receives 3 points.

The game begins by having group one do its first commercial, then group 2 commercial #1, group 3 commercial #1, etc. After all groups have done commercial #1, group 1 does #2, two #2, etc.

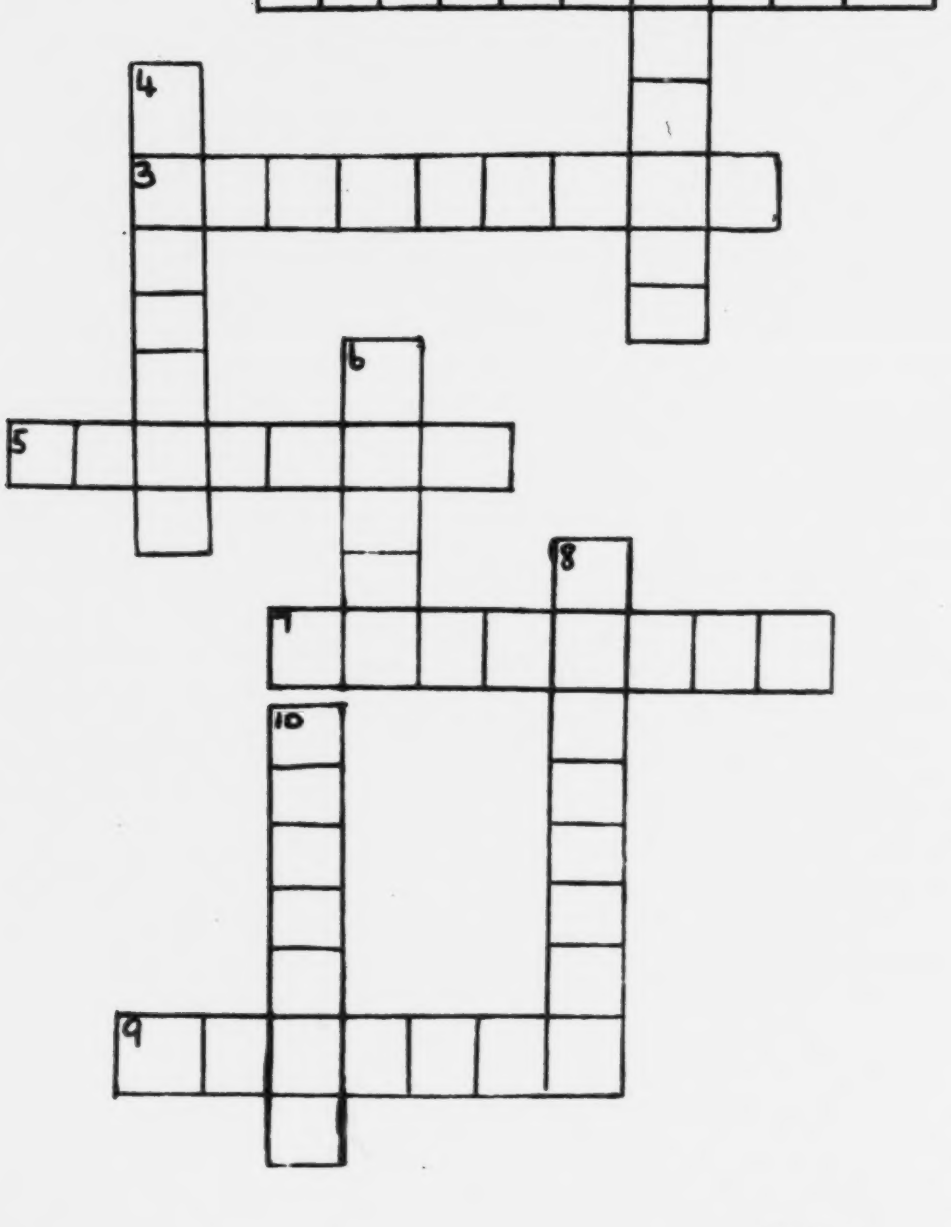
LESSON 2.

The game will probably continue into the next day. You may play until all groups have done a certain number of commercials or until a given number of points have been reached.

At the end of the pantomime game give out the crossword puzzles based on the class's words and have the students fill them out. (You may want to have the words on the board for the class to use, though this can lead to excessive guessing.) You may have the puzzles done individually or together in the teams with a speed competition. In either case you should insist that each student fill in a puzzle on his own. A team must have all of its individual members complete a puzzle to win.

The Ad Game

Sheet A



Across

1. An advertisement on T.V.
3. A person who introduces a program or product.
5. The thing that is advertised in a commercial.
7. Parts of a program shown the week before.
9. The company that pays for the program and commercial.

Down

2. A funny TV program is a _____.
4. A show where drawings and not real people act and move.
6. A man who plays a part in TV, play, or movie.
8. A man who tells the actors what to do.
10. Written stories that are not true.

LESSON 3. Test on slogans, trademarks, and personalities.

Make sure everybody has pencil and paper, then tell the class they are going to continue with a new form of The Ad Game. In this part you will say a phrase, a person's name or a trademark and they are to write down the product connected with it. (with slogans you just leave out or blip the name.)

(See attached Sheet B)

Go over the answers at the end of the quiz. Get an idea of how many were right.

Question the class about the ways advertisers get you to remember their product's names. Have the class give specific examples from the list or from commercials they know.

1) How do they get you to think of their product when you're shopping?

2) Do advertisers convince you that their product is better than the rest?

3) Do they use psychology or tricks of language that influence you to buy their product?

4) What are the techniques they use? List on the board the techniques mentioned and focus in on techniques of language.

Let the kids talk about products they and their parents buy. Ask, 1) Does the cost influence them? 2) Does it matter if your friends have the product? 3) Do you care whether the product is popular? What if a famous person says the product is good?

Ancedotes about shopping trips are good.

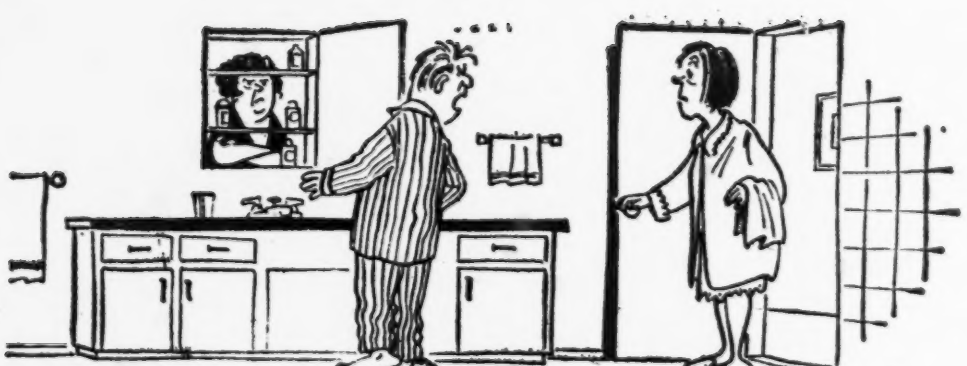
Sheet B

1. You're in Good Hands with All State
2. Coke - It's the real thing
3. The Uncola - Seven Up
4. Wantu Wasouri - Ultra Sheen
5. Stretch Your Coffee Break - Juicy Fruit
6. Do You Have Ho-Hum Breath? Dentyne
7. When you're out of Schlitz, you're out of beer.
8. Ford - The better idea people
9. Fly the friendly skies of United - United Airlines
10. Jack Benny - First Federal of Philadelphia
11. You can take Salem out of the country but,...
12. Take the bus, and leave the driving to us - Greyhound
13. It takes two hands to handle a whopper burger - Burger King
14. Step up to the Kool one. Kools
15. Frank Gifford - Westinghouse
16. It's good and it's good for you - Milky Way
17. Let Hertz put you in the driver's seat.
18. Pepsi beats the others cold
19. Ultra Brite gives your mouth sex appeal.
20. Johnny Smoke - American Cancer Society
21. Oh Fab we're glad they've put new lemon smelling enzyme active Borax in you.
22. Trix is for kids.
23. "You share a bathroom cabinet with the apartment next door?" Right Guard
24. Two mints in one - Certs

Sheet B - cont'd

25. Some people believe in factories - Keebler Cookies
26. Cold power - All
27. If it's Mattel it's swell.
28. Look mom the Ajax comes out blue.
29. At Getty we sell only premium gasoline
30. "You're in a heap of trouble boy." Dodge

The advertisements on the preceeding list should constantly be updated and increased. Local commercials should be added. Even now many of these commercials may seem stale.



"You didn't TELL me we'd be sharing our medicine cabinet with your mother!"

LESSON 4. Thorough explanation of techniques.

Materials - Examples of Ads - Lots of magazines, scissors, paste and cardboard or posterboard.

The next three days will be used to familiarize the students with the names of some popular techniques used in advertising. Recall yesterday's and the day before's games. Show the first three techniques by using the commercials they pantomimed or you mentioned in your quiz yesterday. Distribute Sheet C, page 1.

This will be a thorough explanation of the first 3 techniques. You should use for examples the pantomimed skits, the commercial quiz, overheads of newspaper and magazine ads, audio tapes of radio commercials and video tapes (when possible). It is very important that you introduce the techniques visually. Many magazines and newspapers rely on accompanying pictures to complement the words. The students need this to get an idea of the techniques.

After explaining the first 3 techniques as clearly as you can, give each student a magazine or newspaper. Ask each student to find ads in his magazine which use any one of the three techniques studied. (Caveat: Most commercials and ads are not pure examples of any one technique. Students must decide what the major technique being used is, and then talk about others that are also there. The critical point for the student is to understand the technique in isolation or mixed, so a teacher should mainly be concerned with whether students can give a logical explanation for choice. He should not worry too much about whether or not the choice seems correct to him).

After the commercials have been chosen, divide the class into new groups, or reassemble the old pantomime groups. Give each group some scissors, a jar of paste and a colorful posterboard along with their magazines.

Assign a technique to each group (if you have more than three- you should assign the same technique to two groups, etc.). Have the groups make up a collage for their technique and have them put the name of the technique and the number of it in this curriculum clearly visible in the middle of the poster.

When the work is completed, go over each poster with the whole class. Hang the posters around the room and tell the class they will come in handy later.

This lesson continues until all ten techniques have been taught. Be sure to review the previously taught techniques each day.

Sheet C-1

Techniques

Techniques to get you to buy things without really telling why it's good.

1) Slogans:

Catchy phrases that stick in your mind - it may be a song with an easy to remember tune or a poem with a neat rhyme.

Examples:

Winston taste good like a cigarette should.

Every woman alive wants Chanel #5.

Ford has a better idea.

2) Bargain appeal. The advertisement tries to get you to buy it by saying it will save you money. Certain words like bargain, sale or save are in the ad, and they are usually printed in large type.

Examples:

ONLY $379.00	25% OFF
PRICES CUT/PRICES SLASHED	LOW OVERHEAD
SALE - SAVE	NEVER UNDERSOLD
ANNIVERSARY SALE	

3) Join the Bandwagon on keeping up with the Jones.

The approach here is that many other people have purchased this product and if you want to be "in" or at least as good as your neighbor you should buy it too.

Examples:

Most popular slacks

Everyone watches Star Trek

All homes need Taggot rugs

4) Make you special - in a very special class or group of people - better than everyone else.

This technique either uses famous people who endorse the product with the suggestion that you can be like them if you buy it; or it says you can be in an exclusive or high class group if you buy it. Often the picture will be of very rich and luxurious situations.

Examples:

"Now you too can wear the dress designed for Diahanne Carroll."

"This offer is limited to the heads of companies and select others."

"Special people like Harvard suits."

5) Folksy - neighborly or friendly

This technique presents real people in their homes or on the street, instead of polished looking actors on a studio set. The words generally suggest that informality and friendliness are found at the particular store advertised.

Examples:

"This is Mrs. J. Collins of Fort Lewis, Washington."
"At our store you're treated like a friend."

6) Repetition

This technique uses the name of the product, a word connected with the product or a word that sounds like the product over and over again in the commercial.

Examples:

"Duz does everything - get Duz"

"Pay less for more at Les's Formal Shop"

7) Romance and Excitement

This technique suggests that if you use the product advertised you will have romance and excitement. Usually there is a picture of a man and woman in a romantic scene or some person doing something exciting.

Examples:
The Mystery of Black
Hai Karate

8) Makes you Healthy

This technique suggests that this product will keep you strong and healthy or will improve your health if you're sick. Almost all medicines use this technique but many other products like cereals and candy also use it.

Examples:
Milky Way - It's good and its good for you
Instant Breakfast has Vitamin B to get you going

9) Comfort - Ease - Efficiency

This technique suggests that using this product will allow you to do what you want more quickly, more easily and more comfortably than other products. It usually includes the idea that it will last longer too.

Examples:
Do twice the work in half the time
Shell makes winter feel like summer

10) Technical Terms

This technique uses scientific words that most people don't understand. You are expected to be impressed because science has been used in making the product.

Examples: Bubbles has Xh-70
Teels is made with new chemical Tronzite

LESSON 5.

a. A short story and discussion to reinforce the learning of the ten techniques.

Distribute the story Salesmanship (story follows page 21) and have the class read it.

Discuss the story on two levels:

1) review of techniques

2) the surprising ending and the meaning of the story

SALESMANSHIP

Smith skipped quickly down the steps of his apartment as he left for work this Monday morning. He had only time to kiss his wife and twelve year old son Charley goodby as they were getting up. It was his first day at work after he had finished his course in salesmanship and he was eager to try what he had learned. He knew that the two hundred dollars for the Saturday morning lessons was worth it. He already pictured himself being called into the boss' office for a promotion and raise. He could also see the new house in the country and Charley graduating from college.

Today was extra special because he had been moved from handkerchiefs and men's underwear to boys' clothing. Here he could really use the lessons he had learned. Some men stayed in the same department all their lives but James T. Smith was on the move.

The store looked beautiful to Smith as he waited for his first customer. He arranged some of the shirts and pants, and set up the bats and tennis rackets that were put there to give a lived-in look. J. T. saw a couple about his age moving slowly in his direction. This was the moment. He knew he would work better with women since women were always more interested in children's clothes.

As if to show him the salesmanship course was already paying off the man stopped and looked sadly around but the woman came straight to him.

"I would like a blue suit for a twelve year old," she said quickly. Smith remembered the course said not to let the customer say too much. The salesman should let her know all about the different suits she could buy so that she might get a more expensive one.

"We're having a sale this week on these beautiful suits," Smith replied, "and I'm sure we can find one that will please you. We have both wool and cotton and sizes that will grow with the boy. I have a boy that age myself and I know how quickly they seem to shoot up." The woman did not seem to pay any attention to his selling approach, but Smith remembered he was supposed to be polite but strong.

"This wool one is our most popular model,"Smith continued, "and I've already sold a number of them to people in this neighborhood." Bandwagon is what the course called it. Make the customer feel he has to have it to be like his neighbors.

"Your son will be a hit with his friends at school and church, and since it has textron it won't wear out in a year. He'll be able to wear it for best this year and still have it for school next year." Words like textron sounded good and customers usually didn't know what they mean, the course had taught. The woman still paid little attention and her husband tried to get her to leave. She squeezed his hand and pulled him back. Smith was worried but tried again.

"Perhaps you would like to bring the boy in to try it on before you buy," he suggested. "I know it's hard to catch a twelve year old. They're always on the move. Home from school and out of

the house in a flash."

"I'll take this wool one," the woman said pointing to a suit and again not responding to his remarks. Smith wrapped the suit quickly and said, "You know our slogan 'A Wearwell suit always wears well' and I'm sure you and the boy will be satisfied. Will that be cash or charge?" The man gave him the money without answering. Smith, now a little upset, rang up the money in the cash register. As he handed them the change he gave them his card and told them about a free baseball they got with the suit.

"Just show my card in the sports department and you'll get a ball that will really make your young many happy. Tell him not to play in his new suit," Smith joked. The couple seemed not to hear and Smith did not remind them. If they didn't want something for nothing he wasn't going to push.

Right after the couple had left Smith had mixed feelings. He made the sale and followed the course, but something seemed wrong. He then remembered he didn't get their name. He caught them at the door as the husband was saying to his wife, "I told you we shouldn't have..." Smith excused himself and told them that even with cash customers the store liked to have the name and address of customers so that they could send them notices about new clothes for their son. The man became angry but again the wife squeezed his hand and gave Smith the information.

Mr. and Mrs. William C. Capp
220 Price Street
Philadelphia, Pa.

That night Smith was relaxing with the newspaper while his wife washed the supper dishes and Charley was trying to tune the TV. As Charley asked for help the following notice caught Smith's eye.

Funeral tomorrow at Oats Funeral Home.

William C. Capp, Jr.
220 Price Street
Philadelphia, Pa.

Smith thought about the course, this Monday at work, and his own family. Things weren't always what they seemed to be. He got up to help Charley tune the TV.

Adapted from a story by-

Mary Ellen Chase

LESSON 6.

An Ad Game based on the game Propaganda, by Robert W. Allen and Lorne Green.

Arrange class in original teams of 5 each as Lesson 1. Give to each team a listing of the 10 techniques (Sheet C) and suit of cards from Ace (Ace counts as a one) to ten. Tell the class that they will either see or read real or fictitious commercials which use the Ten Techniques. The team is to decide which of the ten techniques are being used.

Show a transparency of a real ad. Tell the groups that they as a group are to decide what technique is being used. At the count of 3 (after discussion) they are to hold up the card which matches the technique they chose. - Give out Sheet D -

The class is then to read a commercial designated by you on Sheet D. Each team is then to consult and discuss which technique is being used here. When they have decided they are to choose the card which matches the number of the technique on Sheet C. At the count of 3 (after all have decided) each team holds up its card.

If agreement is complete all teams receive 5 points. If there is disagreement then the teacher chooses one member of each team with a minority view to explain the reason for his team's choice. After all have expressed their view a re-vote is taken.

If there is complete agreement those who had the correct answer originally get 5 points and those who change to it get 2.

If any group refuses to change and continues to challenge, Sheet D can be consulted. If the majority is correct then they

get 5 points and the challenging minority lose 5. If Sheet D1, however, supports the minority, each minority team receives 10 points.

The game may end at a pre-arranged time or when any team reaches a certain number of points.

One provision of the game (to encourage the brighter students to help others on their team) is to allow the teacher at his discretion to ask any member of a team (right after its vote, <u>even if all teams agree</u>) to explain his team's decision. If he cannot explain the choice, his team does not get its 5 points. Teachers should direct responsibility of loss to those on the team who didn't explain the choice to their team members.

<u>LESSON 7</u>.

Continue Ad Game until all ads on Sheet D have been presented, or until students seem to be losing interest.

<u>Assignment</u>:

Each student must find one commercial for each technique on radio, TV or newspaper that evening. He must list the commercial, the technique, the time it was on and what show it was on (or the page and section of the newspaper.)

SHEET D

1. "From taking to showing,you need never touch the film."
2. "More fight with each bite of Enoch's energizing tablets."
3. "That shirt makes you look like the boss of a business. People will think you've made it to the top. You must buy this shirt."
4. "Eglin Baylor was a Carnation baby!"
5. "Step right up! Get yours now. They're selling like hot-cakes, so you'd better not be left out."
6. "Get your dishes clean with Luna soap - made with the new power packed cleansing agent 'lunite'."
7. "Fly the friendly skies of United."
8. "Mother, all the other girls are wearing bell-bottoms to the party. Are you going to embarass me by making me wear a jumper?"
9. "The heads of the five top businesses in Philadelphia ride Septa. Don't you think you should ride public transportation to work?"
10. "Beal's Bottled Water not only tastes clean and fresh but also is full of health-giving vitamins."
11. "You're a winner. Your social security number was selected in our grand prize drawing. You get a brand new AM-FM Transistor radio. Just drop into our store with this notice, and take home your radio when you buy a stereo set to go with it for only $89.95."
12. "The soap with Hexachlorophene, the new germ killer,is Dial."

13. "Exclusive tennis, golfing, and swimming privileges are yours at the Philadelphia Lawn and Tennis Club. Charter members are being accepted now."
14. "Wash with Whiten. Whiten whitens your whole wash. Whiten your clothes. Whiten your dishes. Whiten your fine linens, too. Get Whiten today."
15. "Visit Rodman's International 150 Acre Auto Center. Private sale - now going on - Unbeatable prices."
16. "People of fine taste wear London Fog. Your size and style are at our store today."
17. "Invers House - Soft as a kiss."
18. "When a guy needs a friend to talk to he can stop at Murphy's bar. You can tell us your troubles - we'll tell you ours - over a glass of that good old Brewer's Beer."
19. "Take a summery ride through winter. Buy Dunlop snow tires."
20. "Step up to the Kool one. For that cool and fresh taste, smoke Kool cigarettes - the cool ones."
21. "Low overhead - no middleman to take a cut - factory to you for the lowest prices around."
22. "A title on the door rates a Bigelow on the floor."
23. "Wonder bread helps build strong bodies 12 ways."
24. "The Barclay, luxury and service that executives prefer. Stay at the Barclay when you're in New York."
25. "Duke...For hair she'll want to run her fingers through."
26. "Emergency! Our loss your gain. Smoke and water damage sale - Prices slashed to 75% off - Dubrow's Warehouse."

27. "Your neighborhood druggist is there to serve your needs in a friendly way. Patronize him."
28. "Everybody in Philadelphia reads the Daily News. Pick up your copy today."
29. "E.J. Korvette's - Great Spring sale - Special low prices on TV and appliances. Free TV stand."
30. "There's no pool like a bold pool! Koppers Company, Incorporated."
31. "Most automatic transmissions make driving easy on the driver. Our automatic transmission also makes driving easy on the car."
32. "The closer he gets... the better you look. Be prepared for closeness. Use Bewlay's Dry Deodorant."
33. "Dial's the only soap with AT-7."
34. "If Bob Cousy can do it, so can you."
35. "Join the "In" crowd on the "Out" Islands.
36. "Anti-Pollution minded? Visit Hickory Hills. Our Central Sanitary Sewers don't pollute! Septics could."
37. "Cutty people know - Cutty Sark Scotch."
38. "A real fighter - Kills germs by millions - Listerine."
39. "Wherever there's romance...There's Iberia."
40. "The Chronograph - Would Nasa select second best? Omega - First watch worn on the moon."

SHEET D1

Below are listed suggested answers to the 32 advertisements on Sheet #3. These are merely the writer's opinion and should not be accepted without questioning. Any teacher using Sheet #3 may feel that another answer is more appropriate. It should be remembered that answers from any source should be checked only when the students cannot reach a decision on their own.

1) 9	21) 2
2) 1	22) 1
3) 4	23) 8
4) 4	24) 4
5) 3	25) 7
6) 10	26) 2
7) 1	27) 5
8) 3	28) 3
9) 4	29) 2
10) 8	30) 1
11) 4	31) 9
12) 10	32) 7
13) 4	33) 10
14) 6	34) 4
15) 2	35) 3
16) 4	36) 8
17) 7	37) 4
18) 5	38) 8
19) 3	39) 7
20) 6	40) 4

LESSON 8.

a. During the first half of the period, ask for examples of the ads which students have found for homework.

Why was the ad used? In what publication or on what station did the ad appear? At what time? Why did they appear in that publication? In that section of the publication? On that TV or radio show? Why did they appear at that time? Who watches TV or listens to the radio at that time? Who watches that type of show?

Others questions about the timing of products and programs are:

A) When are toys advertised? (Kid shows Saturday A.M.)

B) When are cereals advertised? (Same as #1)

C) When are skin creams advertised? (Teenage dance shows)

D) When are cigarettes advertised? (All the time)

E) When are detergents advertised? (All the time)

F) When are beers advertised? (Sports programs)

G) When are automobiles advertised? (Sports programs and entertainment shows)

b. For the second half of the lesson regroup the teams (or make new ones) and assign a fictitious product to each. Have them write commercials for that product using each of the ten techniques. Have the commercials performed before the class and tape them (audio or video) for later playback. (It is also possible to play the Ad Game again with the made-up commercials.)

Some suggested products are:

Crumble breakfast cereal
Speedmobile car
Coughease cigarettes
Appleblossom deodorant
Sweeten mouthwash

LESSON 9.

Outside school class - Students are assigned certain sections of the business districts in the local community and they are asked to survey the ads on billboards and in store windows in their areas. They must list the words of the ad (or picture), the store in which it is found, and the technique that is used in the ad. Each student should get at least 12 ads.

LESSON 10.

a. Review the findings of the trip. Tabulate the number of ads for each technique and discuss possible reasons for this. Ask class why stores use the techniques they do.

b. Show film of Best Commercials of 1970

and discuss the sophistication of new commercials. Make a list of new techniques.

Bibliography

These books are suggested for teachers. They give a broad perspective of techniques in advertising.

Gentry, Curt
The Vulnerable Americans
Doubleday & Co., Inc.
Garden City, N.Y. (1966)

Martineau, Pierre
Motivation in Advertising
McGraw-Hill Book Co., Inc.
New York (1957)

Packard, Vance
The Hidden Persuaders
David McKay, Inc.
New York (1967)

Hanan, Mack
The Pacifiers
Little, Brown & Co.
Boston (1960)

Mayer, Martin
Madison Avenue, U.S.A.
Harper Brothers
New York (1958)

Established in Philadelphia in September, 1967, the Pennsylvania Advancement School (PAS) is a non-profit corporation under contract to the School District of Philadelphia. Its funding is from Title I and Title III of the Elementary and Secondary Education Act and from operating funds of the School District. In addition, funds from the Education Professions Development Act and from private foundations have been used to support smaller projects initiated by the school.

On two floors of a converted warehouse, a school is operated for about 200 underachieving boys, taken from the 5th, 6th, 7th and 8th grades of Philadelphia public and parochial schools. During the first two years of the Advancement School, boys remained for a 14-week term; currently the students attend for an entire school year.

The Advancement School is more than just a "school"; its program also includes curriculum development, intern training and staff development activities. During 1970-71, PAS is helping to prepare a core group of interns, teachers and administrators for the opening of a new middle school in September of 1971. In its external staff development program, PAS works closely with groups of teachers and administrators in six Philadelphia public schools, helping each to plan and operate semi-autonomous units called "minischools." The Advancement School conducts an intensive summer program for these groups and several PAS staff members are assigned full-time to help the minischools during the school year.

The Pennsylvania Advancement School

FIFTH AND LUZERNE STREETS

PHILADELPHIA, PA. 19140

BA 6-4653

JUDGE THOMAS REED, PRESIDENT
BOARD OF DIRECTORS

DR. MARK R. SHEDD
SUPERINTENDENT OF SCHOOLS

THOMAS K. MINTER
DIRECTOR

Published by The Pennsylvania Advancement School
Harold J. Jones, Printer-Disseminator